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ABSTRACT

This paper is designed to provide the young professional working in the field of vocational education with insights that will encourage and facilitate the development of paper presentations. Discussed first are the structure and objectives of the following three organizations that are of particular importance to industrial educators: the American Vocational Association (AVA); the American Industrial Arts Association (AIAA); and the American Educational Research Association (AERA). The next section of the paper is a guide to determining the most appropriate type of paper for a given session that outlines the nature and scope of research, position, training, and information papers; the types of sessions in which these papers may be used include symposia, research sessions, special sessions, teacher weekenders, general sessions, critiques, and carousel or poster sessions. Presented next are detailed guidelines for conveying one's interests to meeting program planners, developing a paper prospectus, and following a timeline. The remaining sections of the paper list and discuss preliminary considerations for developing and presenting papers. Appended to this report are lists of the divisions, affiliates, and supporting groups of the AVA, AERA, and AIAA; the format for submitting proposals for AERA presentations; and forms to use when submitting proposals for AERA associations. (MN)

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DEVELOPMENT OF PAPER PRESENTATIONS FOR CONVENTION PROGRAMS

TECHNICAL REPORT

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Committed to advancing occupation related education and training through research and professional development

For The
National Association of Industrial and Technical Teacher Educators
American Vocational Association Convention

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December 4, 1983

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Dr. Curtis R. Finch	National Association of Technical Teacher Educators
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Dr. Earl Russell	AVERA
Dr. Jerelyn Schultz	SIG/Vocational Education, AERA
Dr. Janice Van Dyke	Technical Division, AVA
Dr. Carl Wallis	Industrial Arts Division, AVA

Finally, I wish to extend my appreciation to Dr. Jerome T. Kapes, Program Chair for the National Association of Industrial and Technical Teacher Educators, for the opportunity to present this paper on their program.

Professional association annual meetings are one of two primary means by which members of the profession exchange information. The second approach, published materials in professional journals, is equally critical to the advancement of the profession. However, the timeliness and variety of papers presented in a forum for discussion and debate at annual meetings makes the paper presentation system lively and critical to our profession.

While the principal benefits are realized through the advancement of our fields of study, there are unique personal and institutional benefits. An examination of papers presented at annual meetings clearly indicates the evolution and growth of our profession. This growth is forged by examination of critical issues, presentation of research findings and discussion of new approaches for achieving educational results. Further, it is possible to trace the professional development of our fields' leaders by examining the papers they have presented at annual meetings over the course of their careers. Thus, the paper presentation systems has an internal reward which benefits the participant through his/her professional growth. However, most institutions have explicit criteria for professional development, e.g. promotion, merit increases, tenure, etc. which recognize the contribution of well prepared and presented papers. These institutions feel that papers and published articles are the

capstone evidence of an individual's work. Finally, institutions benefit through the recognition accrued them through their faculty members' leadership at the annual meeting.

This paper has a single purpose. Namely, to provide to the young professional with insights which will encourage and facilitate the development of paper presentations. The reader should have information about types of associations having an interest in industrial education, the types of papers and sessions typically provided, methods of conceiving and developing presentation prospectus and tips on developing and presenting the paper.

Almost without exception, the first time a person attends a national convention, there is a sense of bewilderment about the apparent complexity and diversity of the operation. I can recall hearing many papers that first year that excited me and stimulated my interest in participating. Yet, it was several years before I began to understand the real meaning of participatory leadership. Fundamentally, participatory leadership means being professionally active on all levels including being a good listener. It also means identifying those professional associations which have a clear mission corresponding to your professional interests. It means affiliating with people who share a colleaguial interest in advancing the field and profession.

There are a large number of associations which have the potential for relating to one's individual interest. For industrial educators, three associations are included in this paper. Each of these associations holds an annual meeting, has a diverse membership, and includes smaller affiliate organizations.

It is essential to not only participate in the major organization but to participate actively in the smaller affiliate organization. Briefly, those associations include the American Vocational Association (AVA) with an annual meeting participation rate of 8,000 to 10,000, the American Industrial Arts Association (AIAA) with a participation rate of 2,000 to 3,000, and the American Education Research Association (AERA) with a participation rate of 6,000 to 8,000.

The American Vocational Association is composed primarily of divisions which correspond roughly to (a) content/occupational specialities, (b) regions which include the governance structure through state representation, (c) supporting groups which are interdisciplinary specialities and (d) affiliates which are highly specialized subject or functional associations having their roots in the divisions. The major Divisions of the American Vocational Association include 12 occupational or functional specialities and one of these Divisions, New and Related Services, includes eight Sections (see Appendix A). According to the AVA By-Laws, a division must have a membership of at least 1,500 persons. Thus, the sections represents smaller speciality units. The three principal Divisions of interest to industrial educators are Industrial Arts, Technical Education, and Trade & Industrial Education. It is also likely that industrial educators will find an interest in manpower and administration. Since it is now possible to identify two areas of interest on the membership form, many industrial educators find it useful to join one of the divisions and one of the sections of New and Related Services, e. g. Industrial Arts and Special Needs, Trade & Industrial Education

and Research, etc. Thus, the initial determination of interest is made by establishing your membership preference. It is also possible to join a supporting group from a rather large number of possibilities. A sample of these supporting groups is included in Appendix A.

The American Industrial Arts Association is concerned with the promotion and advancement of industrial arts as a program within the American public school system and its contributing divisions encompass unique populations of persons interested in this program. For example, there are state supervisors, students, teacher educators, etc. These groups have their appropriate affiliate organizations. The American Industrial Arts Association includes several affiliates. For example, the American Council on Industrial Arts Supervisors, the American Council on Industrial Arts Teacher Educators, American Industrial Arts Student Association, etc.

The American Education Research Association is concerned primarily with research and development activities pertaining to all fields of education. The Association includes two major elements (a) Divisions which encompass broad content specializations, e.g. learning and instruction, evaluations, curriculum development, etc. and (b) Special Interest Groups (SIG) which may be either highly specialized content areas, e.g. vocational education or groups of people with special concerns, e.g. women educators. In both instances, the special interest groups cut across division boundaries. See Appendix B for a list of these Divisions and SIGs. The American Education Research Association includes a SIG on vocational education. To be a member of the

special interest group, it is desirable to belong to both the American Education Research Association and the sponsoring affiliate the American Vocational Education Research Association (AVERA).

There are other associations providing annual meetings where industrial educators can participate, e.g. American Technical Education Association, American Association of Community and Junior Colleges, the National Education Association, etc. It is only for convenience and brevity that these and other associations are not discussed in this paper.

The affiliates of primary interest to industrial educators are noted in Appendix C and a summary of their principal major affiliation is depicted in Table 1. An affiliate is an association with a highly specific focus. It is typically smaller in size than the major association. The affiliate performs a contributory service in the convention planning process. For example, the National Association of Industrial and Technical Teacher Educators (NAITTE), is composed of persons primarily interested in the preparation of professional personnel for industrial education. Thus, the affiliate contributes to three major divisions of the AVA encompassing industrial education. However, the focus of their programs is always on some feature of professional development, e.g. faculty, administrators, teacher educators, etc. The affiliate typically provides programs on research, positions, or new directions and general information. A similar affiliate of the AIAA is the American Council on Industrial Arts Teacher Educators.

TABLE 1

Annual National Meetings/Sponsoring Association
By Selected Affiliates

Affiliate	IA	AVA T&I	AVA T	NR	AIAA	AERA
ACIAS					•	
ACIATE					•	
AIASA					•	
ATEA			•			
AVEPDA				•		
AVERA				•		•
NAILTA			•			
NAITTE	•	•	•			
NASSTIE		•				
NATII		•				
NAVESNP				•		
NAVTEC				•		
NOCTI		•	•			

In summary, it is critical to identify a limited number of associations and affiliates whose missions most closely resembles your professional goals and interests. This process requires careful examination of the associations through their stated policies and programs provided at the annual meetings. While it is entirely possible to present papers through an association without active membership, it is essential that you begin to mainstream your professional activities.

Determining the Type of Paper You Would Like to Present and the Most Appropriate Session

Presentation format and types of papers represent two critical decisions. In either instance we accept a fundamental assumption that the type of participation you desire is based upon your current professional activities and your interest in communicating these activities and the resulting knowledge to your professional coherents. Frequently, our professional activities are quite diversed and require that we focus the intent of our presentation efforts. Thus, it is critical to frame your paper within the context of the appropriate session and within the form of several types of papers.

Types of Papers

Four types of papers have been described. These include:

1. Research. A research paper presents the results of a research effort on a specific problem which typically includes background, theoretical framework, major question, hypotheses, procedures/methodology, statistical treatment, findings and conclusions. The paper is usually detailed and the presentation is brief focusing only on the major question and findings with perhaps only a comment about procedures.

2. Position. A position paper is generally an argument in favor of a specific action, new direction or critical assumption about the profession. It is designed to be persuasive and encompass the synthesis of a wide variety of factual information. Generally, these papers are lengthy and considerable time is devoted to their presentation.

3. Training. A training paper provides factual information about a new process and it serves as the foundation or summary of the training activity. Usually the papers are relatively brief and the session is extensive.

4. Informational. The majority of the presenations at the AVA Convention are informational in nature. These presentations and their accompanying papers describe an activity, program, a new method of doing something,

etc. Typically, the papers are descriptions of several points with additional information available upon request. The purpose of the presentation is to brief the audience and stimulate interest in the topic.

Types of Sessions

The four papers just discussed may be used in a variety of sessions. These include:

1. Symposium. A symposium is a thematic session planned by one or more people with invited presentations designed to illuminate specific dimensions of a topic. Typically a discussant will synthesize the individual presentations by way of summary or highlights.

2. Research Sections. Research sections are generally brief, i.e. an hour and a half with four to six paper presentations covering selected research. Often, the research reports will be orchestrated according to broad thematic emphases. The papers will be briefly presented and occassionally a discussant follows who has the role of critiquing the papers, i.e. strengths and limitations.

3. Special Sessions. Special sessions include informational papers typcially three to five papers which describe new approaches, report on current activities, etc.

4. Teacher Weekender. These programs are targeted primarily to classroom teachers and include a single indepth presentation on selected topics. Typically, the topics include information on new technological developments, new approaches to classroom management and instruction, etc. Usually a single major speaker is invited.

5. General Sessions. General sessions focus on the major topical discussions of the association. They frequently involve invited presentations usually as position statements on critical problems facing the profession or important new directions or positions of the association. Usually we will find our most prominent leaders as the featured speakers of these sessions.

6. Critique. A critique session is designed to provide indepth information through a paper and presentation on a specific topic. Sessions include selected discussants critically analyzing the paper and providing diverse positions of advocacy about the topic. Thus, the finished papers are usually circulated among critiquers about a month in advance

of the meeting. The sessions are designed to stimulate thinking and debate the merits of a position in a open forum.

7. Carousel or Poster. These sessions include a number of concurrently conducted presentations in a large room. Within a period of an hour or two hours the audience will rotate to four or five different presentations or attend only those presentations they desire. Thus the attendance at a given presentation is usually relatively small, i.e. three to ten. This structure encourages interaction of the audience with the presentor and the format is ideally suited for informational papers.

By analyzing the brief review of the different sessions' approaches and the types of papers, it should be evident that there are a variety of options available to you for presenting a paper at a convention. It should be equally clear that there are some types of papers and sessions which are better suited to the new professional than others. Finally, you should begin to think of your current professional activities in terms of the types of sessions and which papers are most appropriate for sharing your insights. That is to say, that there isn't a single method that is best but rather you should analyze your field of work to assess presentation potential. By carefully designing a topic you can structure multiple papers from your work.

An illustration will help make the last point clear. Suppose you have recently been doing some work in the development of individualized educational plans for occupational education students. Finding that the existing information in the schools was inadequate, you developed a collaborative relationship with Goodwill Industries to provide extensive testing of a group of students. As your work unfolded you began to see a number of relevant research questions which you pursued. For example, what

is the differential effect of teachers' perception of handicapped students' abilities when they have extensive versus limited information regarding handicapping conditions?[1] There are at least two types of presentations which might be considered. Many people might be interested in the system developed with Goodwill Industries and the kinds of information they provided. This topic would be essentially informational in nature and thus it is ideally suited to a carousel format. When the research on perception is completed, the findings might well be presented in a research section.

Conveying Your Interests to Meeting Program Planners

There are two general approaches to submitting ideas for paper presentations to the planners of convention programs: solicited and unsolicited. The unsolicited approach functions informally and involves personal contacts with the planners of professional meetings. It is critical in this process to understand the timelines in the planning process and to take advantage of the opportunity to discuss your ideas with the planners either by telephone or at the annual meeting. Increasingly, however, the professions are turning to formal solicitations. And, while there is considerable diversity in the nature of the response to a solicitation for papers, it is recognized that this process is equitable and promotes opportunities to participate. All of the persons contacted during the preparation of this paper indicated that they either solicited papers or were considering a solicitation procedure.

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[1] The example is taken from the very interesting research and development efforts of Ms. Tyra Phipps of Indiana University.

Solicitation announcements are issued by associations as a general call for papers for their annual meeting. The solicitations generally detail the information which the prospectus writer will need to provide, suggest topical areas and provide information on who to contact. See Appendix D for three examples of announcements. The announcements are typically published in a product of the association, i.e. newsletters, but they are available upon request if your timing is good.

Developing a Paper Prospectus

A presentation prospectus is the product you submit as a response to the solicitation. The most comprehensive prospectus are typically required for research oriented associations. Guidelines of the American Vocational Education Research Association and the AERA: SIG suggest the nature of these prospectus. Generally the prospectus is designed as a two page single spaced presentation including information in (a) study problem, (b) specific objectives, (c) related literature, (d) research methods and/or techniques, (e) instruments, (f) data source and sampling design, (g) findings and conclusions and (h) educational and scientific implications of the study. Strict adherence to format and submission of all required material by the due date is essential.

An example of a research prospectus has been included for your review and analysis. Your attention is directed to several features of the prospectus. First, the author has been careful to attend to each of the topics within the guideline while at the same time considering the criteria against which the prospectus will be judged. Second, a concise research problem

has been identified and there is internal consistency among major factors discussed, e.g. sampling, questions, methodology, etc., which make the presentation of the findings important and meaningful. Third, the author has established credibility of the work in a persuasive style. Thus, a reviewer of this prospectus with little background in the field will be able to understand and discern important facts about the research. While the writing effort appears to be brief, the development of a prospectus requires very careful attention to clarity, style and identification of important features of the research in relationship to the guidelines and criteria.[2]

Informational papers/presentations are less detailed in nature but sufficient for program planning purposes. The solicitation by the American Council on Industrial Arts Teachers shown in Appendix E is an example. In this solicitation, the proposed author is requested to provide a title and a 200 word or less abstract. Additionally, the author is asked to provide some demographic information. A solicitation by the Industrial Arts Division, AVA, includes information on title, concept/objective of the presentation, type of program format, supporting equipment, room arrangement and personal resume of the presentor (Appendix F).

The development of a symposium prospectus requires the same attention to clarity and detail as the research prospectus. However, the planner of the symposium has the responsibility of framing the total program and orchestrating the papers and

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[2] This example has been provided with the kind permission of Dr. Thomas Bloom, University of Vermont. The prospectus was very successful in the 1982 AERA competition (see Appendix G).

discussions. Thus, it is critical that collaboration among colleagues begin early and the specific roles and tasks be identified. Commitment from paper presentors in the symposium must be secured in advance. Generally the symposium prospectus is a two to three page statement which includes background on the significance of the topic, the nature of the symposium, and a detailed description of the individual presentations. Since these presentations are not typically research, clarification of the positions, sources of data developing these positions and credentials of the speakers are important for the reviewer's consideration.

It is important to understand the review process and the criteria used by an association to develop its annual program. In some cases this process involves meeting absolute deadlines with essential materials, a careful review by anonymous reviewers measured against specific criteria. In this design the program planner makes little or no decision about which paper will be included in the program. The program planner is the person who orchestrates the selection process and submits the session programs to the association. Another option places the program planner or planning committee in a critical role in the selection process. In this instance the program planner bargins for session time and develops a comprehensive program with association priorities in mind.

This latter approach lends itself quite well to developing thematic programs and to developing programs which attend to the anticipated audience interests. The former program, competitive in nature, emphasizes the importance of presenting research or

ideas to the field. Thus, it is less the audience's interests that is critical than the importance of the work being reviewed.

Criteria for paper selection vary according to the planning approach. For example, the criteria for judging the merit of a research paper include: (a) importance of the problem, (b) quality of the R&D effort, (c) techniques and procedures, (d) consideration for placing the paper in a forum for debate or discussion, and (e) importance to advancing knowledge.[3] Information papers are typically judged on such factors as timeliness of the topic, probable interest to the audience, and qualifications of the presentor.[4]

Timelines

Understanding of the planning process in terms of its critical activities and dates is essential. Only by knowing these facts can you anticipate your responsibilities during the planning process. While it is important to assertain this information directly from planners, Table 2 will help depict major activities in the planning process for the three associations for past planning efforts.

There are some ethical considerations which were frequently mentioned by persons interviewed. First, it is important to include names of persons who participated in the development of the presentation and to recognize their contribution. Some associations in fact limit the number of times a speaker can be the lead author and principal speaker at a given annual meeting.

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[3] Taken from AERA paper review materials.

[4] Developed through discussions with AVA and AIAA program planners.

TABLE 2

Timelines for Three Association Planning Periods
By Major Activity

Association	AERA, SIG: Voc Ed	AIAA: ACIATE	AVA: NAITTE
Activities	1) Solicitation Announcement May 84	1) Solicitation Announcement Aug 83	1) Solicitation Announcement Oct 83
	2) Filing Date for Prospectus Aug 84	2) Filing Date for Application Oct 83	2) Proposal Materials Feb 84
	3) Review Sept/Oct 84	3) Review/Planning Nov 83	3) Preliminary AVA Planning Mar 84
	4) Notification Dec 84	4) Notification Dec 83	4) Plans for Program Development July 84
	5) Annual Meeting Apr 85	5) Annual Meeting Apr 84	5) Annual Meeting Dec 84
Period	12 months	9 months	15 months

Collaborative efforts are encouraged but it is important to provide credit for all persons involved. Second, associations have some concern about the submission of a prospectus to their association while simultaneously submitting the prospectus to another association. While multiple submissions sound like a hedge on your bet, the practice can develop ill will with the program planner. As an earlier example illustrated, a comprehensive research effort may result in multiple products. It is much better to package these information pieces as discrete items than to treat the research as a very comprehensive piece and try to market through several associations. Finally, papers should report completed work as opposed to status reports or work that you anticipate doing. There is a place for status reports but you should make this point clear in your proposal to the planner. A conscientious author will base papers on completed work where there is good evidence of results. While this practice has the effect of extending the time of reporting beyond the completion of the activity, it is the most ethical practice. When a researcher is involved in a number of activities at various phases of development, the timing of paper presentations is less urgent.

Preliminary Considerations for Developing a Prospectus

The following factors need to be considered prior to writing the paper prospectus.

1. Contact the person in charge of program planning for the association that you have determined to be the most likely group for your paper. (In the case of solicited prospectus, this step is seldom necessary.) The following factors should be considered during your conversation or correspondence with the planner.

a) Determine the critical filing dates for the planning process.

b) Determine the thematic or topical priorities of the association for the forthcoming annual meeting.

c) Request copies of materials and guidelines for submitting prospectus.

d) Request information on the selection process and criteria.

e) Let the program planner know of your intention to submit a prospectus and your anticipated schedule for completing your work.

2. Focus the purpose and scope of the proposed presentation. This process requires the translation of your research or work into a concise topical presentation. Usually you should have a single purpose in mind and this purpose should define the parameters of your paper. The process is actually more difficult than it initially appears. This difficulty is due to the closeness you have to your work and the little familiarity that the audience will probably have about it. Thus, you must place yourself in the position of the audience and frame the presentation so that it is clear to the relatively uninformed listener. It is an example of the proverb "you can't see the forest for the trees."

3. Consider the session format. This process requires that you understand the difference among session types and conceive of your paper as being ideally suited to a particular approach.

4. Consider the professional audience's interest in the presentation. In this instance you are anticipating the background and interest of the audience and addressing specific features of the prospectus and paper to them. For example consideration of the sequencing of the topics in the presentation, amount of background that must be provided and types of detail in order to build major points. This consideration also addresses the major question of what you want the audience to leave knowing as a result of your presentation.

5. Consider the length of your presentation. This decision is related to the previous factors but it is somewhat independent of the paper length. For example a research paper may be lengthy and highly detailed but it will only be used as a handout or as a paper distributed by mail upon request. Thus, the presentation, while brief,

must be sufficient to build the audience's interest in the paper.

6. Submit your prospectus and required materials to the program planner before the closing date.

7. Be patient. The planning process is time consuming and complex. All program planners work on a voluntary basis and must conform to the association's planning schedule. Thus, they are making major contributions. It is best to allow the normal course of events to transpire. Periodic interventions, like telephone calls regarding the status of the planning process or prospectus seldom affect decisions in an affirmative direction.

Developing the Paper and Presentation

Normally the development of the paper doesn't begin until you have received confirmation that your topic has been accepted for presentation. Usually three or more months prior notification is provided. Thus, you should not be handicapped in the development of the paper by the schedule. While the "conceptual process" for developing the paper and presentation proceed concurrently, the writing of the paper should precede the presentation planning. The following suggestions are offered for developing the paper.

1. Review the purpose and scope of the paper developed for the prospectus and consider necessary refinements.

2. Construct a detailed outline of the paper. In a research paper attention should be given to the introduction/background, theoretical framework, purpose, methodology and procedures, findings, conclusions and/or discussion, and educational significance of the work.

3. Write clearly and concisely! Very careful attention to these characteristics in the introduction and theory sections of the paper is essential. References are typically cited but are seldom discussed in detail or by quotation. Thus, your ability to synthesize and paraphrase is critical. In the section on methodology it is important to deal with the major processes. Seldom do we take the time to discuss in detail techniques which facilitated the procedures, i.e. reference to "punching data cards" or "developing data tapes."

4. After the first draft has been cut, it is important to examine the paper for internal consistency, logical flow of information, clarity, and simplicity of sentence structure.

5. Provide for references using a style manual recommended by the association and include notes where necessary which explain important facts but where their inclusion in the text would distract from the discussion.

6. Treat the writing of this paper as a scholarly endeavor. By this point I mean the paper may well be cited in the literature by other authors or considered for publication in a journal. Thus, its development deserves your most scholarly attention.

7. Develop title page and provide the following information: title, author, author's affiliation, name of annual meeting, name of affiliate, session, presentation date.

8. Normally associations will provide some guidance as to how many copies of the paper they require or suggest. In the absence of such information a rule of thumb for research and informational sessions for the associations discussed in this paper is 50 copies. In the event that more participants attend than you anticipate you should assume responsibility for getting a paper to them following the convention.

Presentation

The presentation is your oral briefing or discussion of the paper. The paper is the foundation upon which your presentation is developed. Thus it is important to conceive of the presentation in a manner which most positively reflects the paper. A few rules of thumb are offered for your consideration.

1. Seldom is it advisable to literally read a paper. However, you should be thoroughly familiar with your paper so that you might speak from it. This allows for comfortable language, perhaps not quite as strict in syntax as the paper but it does maintain your attention to its logical flow. Other approaches that are frequently used at conventions include outlining your talk on cards or highlighting key sentences in the paper. The latter approach sometimes makes the presentation appear disjointed.

2. If the paper lends itself to specific factual information, handouts or visuals are a sound way of focusing the presentation. In this instance the majority of the presentation is developed around an analysis of these materials and visuals.

3. All speakers have their unique style. Thus it is most appropriate to develop your presentation around your own speaking style. For example, frequently speakers begin a presentation by several humorous remarks. Almost without exception these efforts if forced set an unrealistic tone for the paper. It is much better to allow your own sense of humor to emerge during the presentation.

4. More presentations are "done in" by departures from the paper's flow or tangential stories. Frequently, these stories are too lengthy and once developed it is difficult to transition from them back to the text of your presentation. Seldom do these story tellers realize how time consuming and uninteresting their stories become.

5. If visuals are used, two considerations are important. (1) You must make prior arrangements for the kinds of equipment you will need. Typically the association will rent the equipment from a local vendor. It should be clear prior to the presentation who is responsible for these costs. (2) The nature of the visual and its relationship to the audience size and type of room should be anticipated. Good visuals can substantially add to the quality of your presentation. Poor visuals, e.g. too much information on the visual, characters too small to be read at a distance, blurry letters, etc. seriously affect the quality of the presentation. Excellent guidelines for developing visuals are provided in such publications as Planning and Producing Audiovisual Materials by Jerrold E. Kemp.

6. Session chairs are responsible for monitoring the timing of the presentations. Regardless of the importance of your presentation stay within the time frame allotted to you.

General Observations

To this point we have been primarily concerned with the processes for planning and developing papers and presentations. In general it might be well to cite several random observations.

The paper presentation selection process is either explicitly or implicitly competitive. The process has the effect of screening potential speakers for the annual meeting. In some cases the acceptance rate is relatively low, i.e. AERA: SIG/Vocational Education accepted 43% of the prospectus submitted for the 1983 annual meeting. This process is healthy for the association because it has the effect of building quality into the program. However, it can have a negative effect if the individual considers the selection process as a personal rejection. It is not! Rather it is very important to consider the process as developmental. Namely, learn how the system works and analyze your accepted and non-accepted efforts as a means of professional growth.

While the paper presentation approach is important as an information exchange, it is not totally independent from journal publication. It is a good paper planner who efficiently anticipates the relationship of convention papers and journal publications. A major distinction is often the size of the manuscript. Careful planning and modest rewriting may allow your papers to have publication potential.

While it is possible to identify the explicit criteria of the associations, one must realize there are some implicit criteria for the selection of the papers. Often these factors are terribly important for framing the emphasis of your presentation. For example, while it is not necessary to do a national oriented study in order to appear on a convention program, it is important to conceive of your presentation in terms of findings, techniques, information, etc. that might be applicable in other regions or settings. An example will help to illuminate this point. Let's

suppose that your research developed a technique for identifying the long term teacher education needs for industrial arts. The audience at the convention will not be interested in how many industrial arts teachers are needed in the "world of construction" in Kansas for the next decade. However, the audience might be very interested in the technique you used to ferret out this forecasting information.

Final Comment

The purpose of this paper was to provide young professionals with information which will assist them in efforts to participate in convention programs. It is my belief and the perspective of the National Association of Industrial Technical and Teacher Educators that young professionals want to take an active role in professional meetings and need encouragement and information to facilitate their efforts. The Association believes firmly that its vitality and the vitality of other associations depends on the participation and professional development of their members. Thus, in this paper I have attempted to provide information which will encourage your participation in annual meetings.

APPENDIX A

Divisions of the American Vocational Association

Administration
Agricultural Education
Business and Office Education
Guidance
Health Occupations Education
Home Economics Education
Industrial Arts
Manpower
Marketing and Distributive Education
New and Related Services
- Adult Vocational Education Section
- Cooperative Work Experience Section
- General and Related Instruction Section
- Personnel Development Section
- Public Information Section
- Research Section
- Special Needs Section
- Vocational Instructional Materials Section

Technical Education
Trade & Industrial Education

Select Supporting Groups of the AVA

Association of Universities for Vocational Leadership Development
Council of Vocational Educators
Epsilon Pi Tau
International Education
Leadership Training Institute/Vocational and Special Education
National Association for the Advancement of Black Amer. in Voc Ed
University Council for Vocational Education

APPENDIX B

Divisions of the American Educational Research Association (AERA)

Administration
Curriculum and Objectives
Learning and Instruction
Measurement and Research Methodology
Counseling and Human Development
History and Historiography
Social Context of Education
School Evaluation and Program Development
Education in the Professions
Postsecondary Education

Selected SIGs of the American Educational Research Association

Career Education/Career Guidance
Education in Field Settings
Futures Research
Instructional Technology
International Studies
Mastery-Based Instruction
Military Education and Training
Research in Business Education
Research Management
Research on Evaluation
Special Education Research
Training in Business and Industry
Vocational Education

APPENDIX C

Affiliated Industrial Education Related Associations

ACIATE	American Council of Industrial Arts Teacher Educators
AIASA	American Industrial Arts Student Association
ATEA	American Technical Education Association
AVEPDA	American Vocational Education Personnel Development Association
AVERA	American Vocational Education Research Association
NAILTA	National Association of Instructional Leaders in Technical Education
NAITTE	National Association of Industrial and Technical Education
NASSTIE	National Association of State Supervisors for Trade & Industrial Education
NATII	National Association of Trade & Industrial Instructors
NAVESNP	National Association of Vocational Education Special Needs Personnel
NAVTEC	National Association of Vocational Technical Education Communications
NOCTI	National Occupational Competency Testing Institute
ACIAS	American Council of Industrial Arts Supervisors

APPENDIX D

VOCATIONAL-TECHNICAL EDUCATION SIG

CALL FOR AERA PAPERS AND SYMPOSIA

Paper and symposium proposals to be considered for the 1983 AREA Annual Meeting to be held on April 11-15 in Montreal, Canada should be submitted to the Chairperson by August 15, 1982.

Paper proposals should contain the following: name(s) and mailing address(es) of the author(s), title of paper, objectives, perspective(s) or theoretical framework, methods and/or techniques, data source, results and/or conclusions, and educational or scientific importance of the study. Five copies of a two-page, single-spaced summary and five copies of a 100 word, double-spaced abstract in narrative form should be sent to the Chairperson.

Symposium proposals should include a two-page, single-spaced report containing objectives of the symposium; educational or scientific importance; title, authors, and their affiliation for each presentation; and half-page summaries of each presentation. A 500 word, double-spaced narrative abstract containing the title, organizer, and institution as well as summarizing the information in the report should also be included. Five copies of both the report and the abstract should be submitted.

Detailed specifications for paper and symposium proposals will appear in the May issue of the Educational Reseacher.

Send proposals to: Jerelyn B. Schultz
AERA-SIG Chairperson
Department of Home Economics Education
219 MacKay Hall
Iowa State University
Ames, Iowa 50011

CALL FOR PAPERS

AMERICAN VOCATIONAL EDUCATION RESEARCH ASSOCIATION

AN AFFILIATE OF THE AMERICAN VOCATIONAL ASSOCIATION

AVA

The 1982 American Vocational Education Research Association annual meeting will be held December 3 - December 7, 1982, in St. Louis, Missouri as part of the American Vocational Association convention. Proposals for research papers, symposia and other presentations received by May 17, 1982 will be considered for inclusion in the program. The program will again include a session specifically for reporting recent doctoral research.

Specifications for Research Papers and Reports of Recent Doctoral Research: The purpose of AVA/AVERA sessions is to keep AVERA membership and others informed of current findings and methods of research and/or research-related issues in the field of vocational education. Research papers provide the opportunity for researchers in the field to organize and present their reports to other professionals. These reports may deal with the substantive findings of a particular R&D effort or they may deal with the testing and/or validation of a particular research procedure. Either type of paper is acceptable provided it is of high quality. Each proposal submitted for possible inclusion in the program should include:

1. *A Cover Sheet.* (One copy of a one-page summary which includes the information below).
   a. title of paper
   b. name of principal author
   c. organization/agency affiliation
   d. complete mailing address
   e. business telephone number
   f. co-author, name of institution affiliation, mailing address and telephone number
   g. estimate of time needed for presentation (limited to 20 minutes)

2. *A summary of the Paper.* (Three copies of a 2 to 3 page, 8½ x 11, single-spaced summary of the paper, which includes explicit, well organized information about the points below. To be used for judging the merit of the proposed paper, the summary should be headed only by the paper title).
   a. problem studied
   b. specific objectives
   c. related literature
   d. research method and/or technique
   e. instruments
   f. data source and sampling design
   g. findings and conclusions
   h. educational and scientific implications of the study

3. *Two self-addressed, stamped envelopes.*

Specifications for Research Symposia. A symposium provides the opportunity to critically examine specific problems from a variety of perspectives. The purpose of a symposium is best served when individuals with diverse and/or conflicting views are allowed to interact on a topic of mutual concern and importance. The symposium is a good vehicle for a joint session with another New and Related Services Section.

The organizer of a symposium will assume the responsibilities for (a) writing the proposal, (b) developing the topic, (c) soliciting and arranging for speakers, and (d) arranging for discussants and substitutes. The proposal for the symposium should include:

1. *A Cover Sheet.*
   a. symposium title
   b. name of organizer
   c. affiliation of organizer
   d. mailing address of organizer
   e. business telephone number
   f. chairperson of symposium
   g. affiliation of chairperson
   h. mailing address of chairperson
   i. presenters (name, institution or agency, mailing address, title of presentation)
   j. discussants (name, institution or agency, mailing address)
   k. estimate of time: (Limited to 1½ hours)

2. *A Summary of the Symposium*: (Three copies of a 2 to 3 page single-spaced summary typed on 8½ x 11 paper. Used in judging the merits of proposed session, the summary should be headed only by a title. It should contain explicit, well organized information about the points below).
   a. importance of the problem
   b. purpose or objectives of symposium
   c. nature of each presentation including names of presenters and discussants
   d. educational importance of the symposium and possible outcomes

3. *Two self-addressed, stamped envelopes.*

Suggestions: Follow proposal specifications *very carefully* so as not to jeopardize the chances of acceptance of your proposal during the review process. Consider preparing the papers in a format that could be submitted as a manuscript to the *Journal of Vocational Education Research*. This will introduce uniformity and improve chances of later publication or citation.

The quality of the AVERA research sessions at the AVA convention is a function of the quantity and quality of the ideas and reports presented by the members of AVERA and the research community. These sessions provide an opportunity for new and emerging leaders in the field to become known to and respected by their peers. Encourage your colleagues and graduate students to submit proposals for presentations. All proposals for recent doctoral research should be submitted directly to Dr. Brandon Smith. Other proposals for papers and symposia are to be submitted to Dr. Earl B. Russell.

Recent Doctoral Research Reports
Dr. Brandon Smith
Department of Vocational and Technical Education
Vocational Education Building
University of Minnesota
St. Paul, MN 55108
(612) 373-3838

Papers and Symposia
Dr. Earl B. Russell
Department of Vocational and Technical Education
356 Education Building
University of Illinois
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-3165

BEST COPY AVAILABLE

CALL FOR PRESENTATION PROPOSALS

1983 AMERICAN VOCATIONAL ASSOCIATION ANNUAL CONVENTION

The 1983 NAITTE annual meeting will be held from December 2-6, 1983 in conjunction with the American Vocational Association convention in Anaheim, California. Proposals for presentations will be considered for inclusion in the program if they are received by February 1, 1983. Each presentation proposal should include a cover sheet and a summary. The cover sheet includes the following information:

1. presentation title
2. name(s) and affiliation(s) of author(s)
3. complete mailing address(es)
4. business telephone number(s)
5. estimated presentation time
6. audiovisual aids required

The summary includes the following:

1. presentation title
2. Two to three page typed double spaced presentation summary which includes purpose or objectives, nature and content of the presentation, methodology (if applicable), educational importance, and outcomes

Consideration will be given to proposals which focus on the following areas:

Industrial Arts

Technical Education

Trade and Industrial Education

Recent Doctoral Dissertation Research

Proposals dealing with teacher education/personnel development in Industrial Arts, Technical, and Trade and Industrial Education will have a greater probability of being accepted.

Proposals should be submitted in triplicate together with two stamped addressed envelopes to:

Curtis R. Finch
Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24060
703/961-5812

Keep in mind that NAITTE co-sponsors sessions with the Industrial Arts, Technical, and Trade and Industrial Education divisions. Thus, some otherwise worthy proposals may not fit into predetermined divisional themes. This should not, however, discourage the NAITTE members from submitting presentation proposals. All proposals will be reviewed carefully and considered for inclusion in the 1983 program.

APPENDIX E

AMERICAN COUNCIL ON INDUSTRIAL ARTS TEACHER EDUCATION

August, 1982

Dear ACIATE Member:

This letter is an invitation for you to participate in the ACIATE program at the annual AIAA conference to be held in Milwaukee from April 21-25, 1983. The theme of the conference is "Interfacing Technology, Education, and the World." With the impact of technology on the world and the significance of industrial education in the development of technology, many options are open for presentations. Please keep in mind that the conference theme should be considered as you consider submitting your proposal. The ACIATE program presents us the opportunity to continue our professional growth and contribute to our colleagues in the process.

Anyone wishing to participate in the ACIATE program in any capacity, should complete the reverse side of this letter and return it to the address indicated. All proposals received prior to October 1,1982 will be considered.

I look forward to your early response.

Sincerely,

Donald P. Lauda
Vice-President

dbl

P.S. PLEASE RETURN THIS SHEET BY OCTOBER 1, 1982. PLEASE NOTE THAT ALL PRESENTATION PROPOSALS MUST INCLUDE AN ABSTRACT.

AMERICAN COUNCIL ON INDUSTRIAL ARTS TEACHER EDUCATION

APPLICATION FOR 1983 CONFERENCE PARTICIPATION

APRIL 21 - 25

I will attend on:

- Thursday, April 21
- Friday, April 22
- Saturday, April 23
- ☐ Sunday, April 24
- ☐ Monday, April 25

I will participate in the following capacities:

- ☐ Host
- ☐ Chairperson
- ☐ Presenter

Indicate your present position:

- Teacher
- Administrator
- Supervisor
- Student
- Other (specify) _____

Indicate at what level:

- Elementary
- Middle or Junior High
- Senior High
- Post Secondary
- College University
- Other (specify) _____

My presentation proposal has also been submitted to the AIAA Program Chair.

Yes No

_____
Last Name First initial

_____
Title

_____
School or Business

_____
Street Address

_____
City State Zip Code

_____
Phone

***ALL PRESENTATION PROPOSALS MUST INCLUDE AN ABSTRACT OF 200 WORDS OR LESS.**

Please return before October 1, 1982 to:
DR. DONALD LAUDA
SCHOOL OF TECHNOLOGY
EASTERN ILLINOIS UNIVERSITY
CHARLESTON, IL 61920

217-581-3719

INDUSTRIAL ARTS DIVISION

PROGRAM PROPOSAL FORM

APPENDIX F

AVA ST. LOUIS

1. Use this form to suggest/initiate program ideas for the Industrial Arts Division program at the 1982 AVA Convention to be held in St. Louis, MO, December 3-7, 1982.

2. To facilitate the program development process, please provide as much information as early as possible. Note the program submission deadline:

   PROGRAM PROPOSALS MUST BE RECEIVED BY FEBRUARY 9, 1982

3. Submit proposals and/or address inquiries for additional information to:

   Dr. Carl Wallis, Chairman
   IA Division Program, 1982 AVA Convention
   138 East 700 North
   Logan, Utah 84321

   Telephone: Home (801)-752-5313 (Preferred)
   Office (801)-750-1801

****

Name _____ Position/Title _____

Address _____ City _____ State ___ Zip ___

Telephone & Area Code: Home _____ Office _____

Institutional Affiliation _____

Desired Program Role: ___Chairperson ___Presenter ___Panel Member

****

1. TITLE. Provide a short title and a one/two sentence description of your program as you would like it to appear in the conference catalog.

2. OVERALL CONCEPT. Indicate the major objectives for presenting this program and provide a brief description of the program here or on a separate sheet.

3. PROGRAM TYPE. Select one of the following as the best descriptor of the type of program format you would like to see scheduled. Program types are explained below.

____General session	____Field trip
____Special interest session	____Special event
____Teacher "Weekender"	____Social event
____Special Committee meeting	____Meal
____Workshop	____Other: _____

A. General Session
Usually is intended for audiences encompassing the entire IA Division and in some cases other co-sponsoring divisions/associations. Topics and presenters therefore must clearly appeal to a wide range of people.

B. Special interest sessions
Typically these involve a topic designed to appeal to some specific sub-set of the IA Division membership.

C. "Teacher Weekender"
A brief presentation of a particular topic which may be repeated at least once. Classroom teachers are encouraged to use this format to describe particularly successful techniques. It is designed to attract classroom/laboratory teachers at all levels and "hand-on" activity is encouraged.

D. Workshop
Any session that provides participants with a "hands-on" activity such as writing, developing, making, testing, and the like.

4. PROGRAM SUPPORT PERSONNEL. Identify other personnel connected with the proposed program. Indicate each person's role (presenter, chairperson, host, discussant, etc.), address, and home and office telephone numbers.

Chair:
Discussant:
Presenter:
Host:

5. PROGRAM SUPPORT EQUIPMENT.

____Screen	____16mm Film projector (optical sound)
____35mm Slide projector	____Podium
____Tape recorder (reel)	____Overhead projector
____Tape recorder (cass.)	____Other: _____

6. ROOM ARRANGEMENT.

____ Schoolroom Style (used for small groups): Rows, of narrow tables with chairs or tablet chairs, to facilitate audience note-taking.

____ Conference Style: Tables and separate chairs around perimeter (never has head table).

____ Theatre Style: Chairs only, in rows with necessary aisles. Head table to accommodate _____ people.

____ Other_____

7. RESUME. Include a brief resume outlining presenter's experience, achievements, and educational background. This will be subsequently forwarded to the person responsible for introducing the presenter.

APPENDIX G

PAPER
Proposal Cover Sheet
1983 AERA Annual Meeting

Division ID# 12 Session ID# _____

1. Paper title An Analysis of Entry Level Work Attitudes

2. Presenting author Thomas K. Bloom

   Affiliation University of Vermont

   Please abbreviate your name (last name first) and address to 70 characters (including between-word spaces) for the Program address directory. Be sure to include ZIP code.

B	l	o	o	m		T	h	o	m	a	s		K.		V	O	T	E	C		D	e	p	t.		U		o	f		V	e	r	m
o	n	t		B	u	r	l	i	n	g	t	o	n		V	t		0	5	4	0	5													

3. Coauthors (list name, institutional affiliation)

   NA

4. Subject descriptors. Indicate one- or two-word (maximum two-word) descriptors for your paper to be used in the subject index of the Program. (See Section III-A.)
   1. Work Attitudes 2. Entry 3. Rural

5. If you wish to have this paper grouped in the same session with other papers submitted to this division, please attach a separate sheet listing presenting authors and titles of the other papers. If you prefer assignment to a 40-minute poster or small roundtable format rather than a paper or critique session, please check here cf letter (Poster) _____ (Small Roundtable)

6. Will this presentation require audio-visual equipment?
   (See A-V policy, Section II) No X Yes _____ (specify equipment) _____
   (Person signing this cover sheet will be invoiced for any A-V.)

7. Are you an AERA member? X yes _____ no. If no list AERA sponsor _____

I hereby certify that this paper has not been submitted to any other division or Special Interest Group in AERA, and if this paper is accepted and placed on the program, I promise to appear and deliver it. I also certify that this paper has not been previously published or presented at another professional meeting.

_____ _____
Signature Date

Be certain that all of the following are enclosed:
- 6 SETS OF MATERIALS, STAPLED TOGETHER, EACH SET CONTAINING ONE OF EACH OF THE FOLLOWING:
  - Paper proposal cover sheet
  - Two-page summary

PLUS:
- Two 3" × 5" index cards with author's name, address and presentation (see Section III-B)
- Three self-addressed stamped envelopes.

THIS INFORMATION MUST BE RECEIVED BY THE APPROPRIATE PROGRAM CHAIRPERSON BEFORE AUGUST 16, 1982
First Class Mail is STRONGLY recommended

May 1982 C-7

An Analysis of Entry Level Work Attitudes

INTRODUCTION

Many vocational teachers complain that some students lack the concern for doing their best work in class. These students may not cause any discipline problems, yet fail to demonstrate the personal traits to reach what the teachers believe to be their potential. This condition is not just restricted to students in school. Nationally, managers complain of an eroding or declining work attitude within the work force. The problems we are attempting to address are manifested in such non-acceptable behaviors as tardiness, lack of concentration, carelessness with tools, shoddy craftsmanship and generally poor work habits.

Intuitively, we all know that personal attitudes and values are as important, or in some cases more important, than the specific technical skills for success on the job. Recent research studies confirm our intuition and consistently show that worker attitudes are important concerns of prospective employers. (Barnhart 1976).

In the late 1970's, vocational curriculum development researchers began to initiate explorative studies looking at content other than the technical aspects of occupations. Terms like "affective domain competencies" (Porrela, 1976), "survival skills" (Leach, 1977), "work attitudes" (Beach, 1978), "employability skills" (Selz, 1980), and "occupational adaptability" (Selz et al 1980), began emerging from the vocational education literature.

PURPOSE

The purpose of this study was to identify the important work attitudes vocational students need for entry level employment. Identifying and ranking behaviorial indicators of these attitudes in a comprehensive manner supports earlier exploratory research and expands the data base to include input from rural employers. More specifically, the following research questions were formulated:

1. Can specific work behaviors be quantified by supervision personnel in order to determine relative importance?
2. Can specific work behaviors be grouped together in a meaningful manner in order to facilitate including them in vocational instructional programs?

Also, seven research questions were formulated in hypothesis form in order to statistically test for differences on selected business characteristics.

Hypotheses: There will be no significant differences between selected status characteristics and management's perception of important work attitudes. We tested across the following characteristics (variables):

a. type of industry (major product)
b. size of the business (number of employees)
c. region of the state
d. size of the town

e. level of supervision (job title)
f. number of employees under supervision
g. number of years of supervisory experience

PROCEDURES

To insure a wide range of inputs from all regions of the state, as well as a variety of manufacturing industries, a mail survey was used for data collection.

A random sample of 300 industries stratified by size and location was selected from a population of 845 presented in the Vermont Guide to Manufacturers. Questionnaires were mailed in January of 1982. By mid Spring, after mail and telephone follow-ups of non-respondents, we received 215 usable questionnaires for a 71% return.

RESULTS

The sixty behaviors presented in the instrument were grouped into twelve (12) clusters. The first analysis was a Kendall Tau correlation across behaviors within a cluster to determine if the clustering strategy was a viable grouping approach. All the behaviors correlated in a positive direction. The cluster with the highest correlations was "efficiency" with correlations of from .38 to .54. The cluster with the lowest correlations was "Punctuality/Time Management" with correlations of from .07 to .41 among each of the behaviors. The remaining 10 clusters fell between these two extremes. The outcome of this analysis suggests the behaviorial statements were grouped in a fairly rational manner.

The second analysis was to determine a strategy to rank the clusters by relative importance. Obviously, given a developmental approach using past research and employer input, all of the behaviors and clusters were considered somewhat important or they would not have been included in the instrument. The question becomes, how does one rank the relative importance of these clusters to set priorities for instructional development. Table I presents a ranking of the clusters by the percentage of respondents who marked "First Day on the Job" category of the instrument.

The ranking presented in Table I provides a measure of relative importance of the twelve clusters of behavior. Realistically, however, the differences between adjacent clusters in most cases is so slight that additional information would be needed in order to establish instructional development priorities. A more accurate use of this ranking would be to view the Twelve Clusters in 4 or 5 groups. Instructional development decisions can then be made using local information in addition to this ranking scheme.

The final statistical analysis was to test the hypotheses. These hypotheses were developed in order to determine if selected business characteristics effected differences in perception on the value of various work behaviors. A criterian score was constructed by totaling the responses across each instrument. The hypothetical range of scores was from 60 to 300. A low total score on the instrument represents employers who expect new employees to exhibit fairly sophisticated levels of work behavior. High score of the instrument acknowledged that time on the job would be necessary to learn the various work behaviors.

In all, seven (7) business characteristics were tested by parametric analysis of variance and the Kruskal-Wallis non-parametric ANOVA. Both the ANOVA procedures indicated no statistically significant differences; therefore the null hypotheses were accepted.

The outcome of the analysis suggests a high level of commonality across the independent variable tested in this study. It seems reasonable to conclude our list of work behaviors have a broad range of generalizability.

Table 1. Ranking of Twelve Behavioral Clusters

Cluster Title	PERCENTAGE RESPONSE			
	First Day on the Job	After 1-6 Months	After One Year	Never (NA)
Public Relations	68.0	23.5	2.3	6.2
Health Safety	67.9	25.1	.6	6.4
Personal	57.6	39.9	1.2	1.1
Punctuality/Time Management	56.8	38.2	3.3	1.7
Work Values	55.8	38.5	3.5	2.1
Reliability	52.3	43.9	2.4	1.2
Maturity	46.4	48.3	3.1	2.2
Communication	44.0	47.0	3.8	5.2
Efficiency	38.4	56.9	3.4	1.3
Cooperation	22.9	70.6	4.3	2.1
Initiative	11.2	76.0	11.5	1.3
Self Development	9.2	58.2	12.3	3.4